Michigan's Approach To the Every Student Succeeds Act: Big Ideas and Outstanding Discussion Topics

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TOP 10 IN 10 YEARS
putting Michigan on the map as a premier education state

Presentation to the State Board of Education
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Every Student Succeeds Act (ESSA)

- The Every Student Succeeds Act (ESSA) reauthorizes the Elementary and Secondary Education Act (ESEA) and replaces the No Child Left Behind (NCLB) Act

- Reauthorization period FY2017 through FY2020

ESSA Highlights

- Holds all students to **high academic standards** that prepare them for success in college and careers

- Ensures **accountability** and guarantees that when students fall behind, steps are taken to help them and their schools **improve**, with a particular focus on the very **lowest-performing schools**, high schools with **high dropout rates**, and schools where **subgroups** are falling behind

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ESSA Highlights

- Continues to ensure that parents and educators have **annual assessment** information about how students are doing, while supporting states and districts in **reducing testing** that is unnecessary, onerous, and redundant

- **Empowers state and local decision-makers** to develop their own strong systems for school improvement

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Michigan's Journey

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| Phase 1 | Phase 2 | Phase 3 | Phase 4 |

Strategic Vision Development

- Top 10 within 10
- Vision committees (accountability, assessment, funding)

Initial Plan Development

- May-December 2016
- Cycles of development and feedback

Finalize and Submit

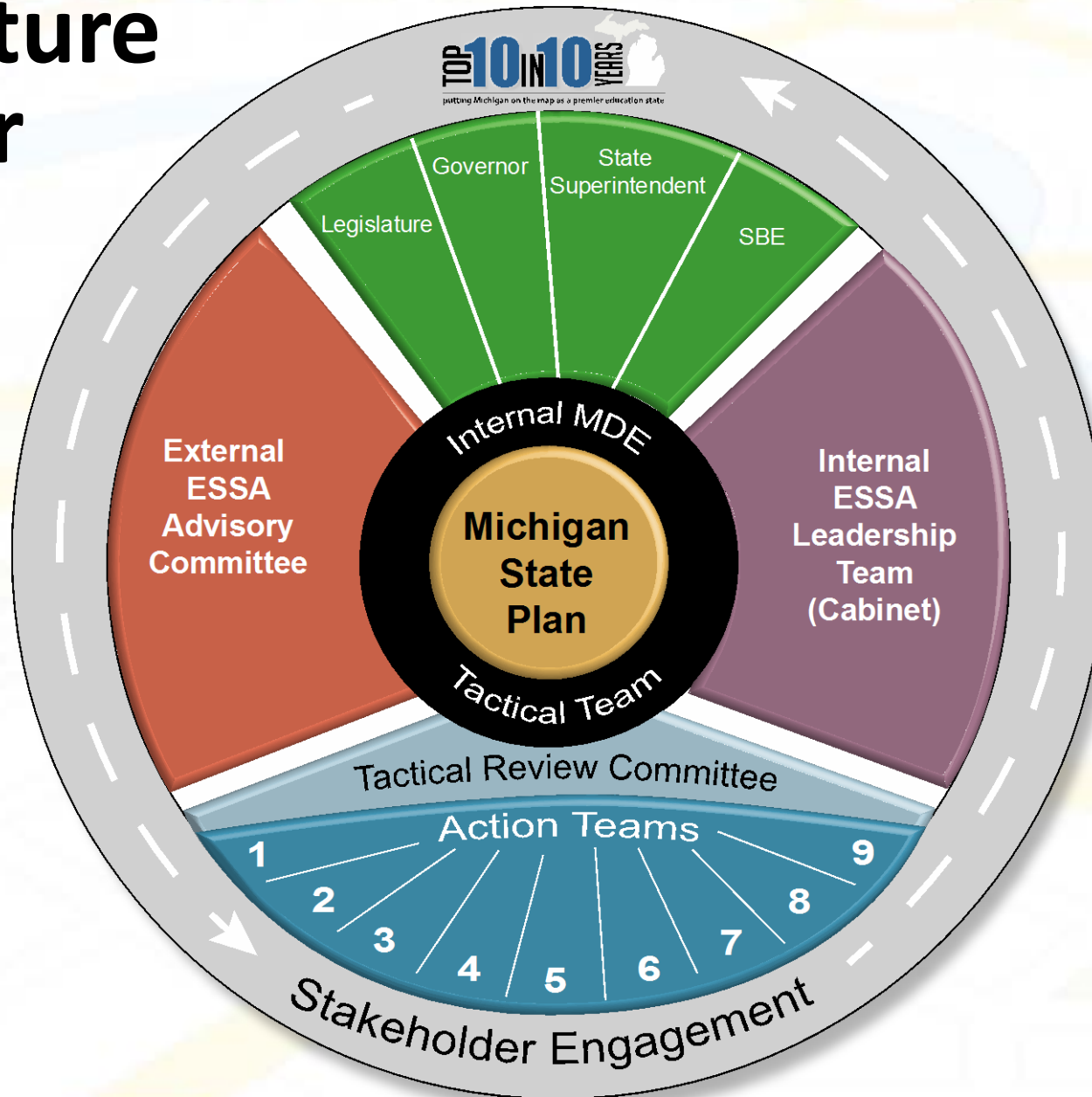- December 2016 – January 2017
- Interact with federal guidance

Implementation

- Official USED plan due in Spring 2017; we will be ready before then
- Implementation planning begins January 2017

A detailed MI ESSA Timeline is located on the ESSA web page at www.michigan.gov/essa under the **State Plan Development** button.

Structure of our Work

ACTION TEAMS:
- Accountability System – Technical
- Additional Indicator of School Quality and Transparency Dashboard
- Assessment Implementation
- Communications and Outreach
- Fiscal
- Innovative Assessment Pilot
- Supports
- Teacher and Leader Quality
- Using Data to Support Instruction

Guiding Principles for ESSA

At the core of our plan needs to be the child—

their opportunity to learn,

to access meaningful services to support their lives,

and their ability to successfully transition into their lives

after their birth-grade 12 experience

Guiding Principles for ESSA

- Assessment, accountability, systems of supports, professional learning, funding—all of these things are vehicles and mechanisms to help us achieve the goal of focusing on individual student outcomes, but are not the end goals themselves
- This plan is a vehicle to enact the goals articulated in Michigan's Top 10 within 10 plan

ESSA Theory of Action

With the learner at the center, we can leverage the supports and resources of not only the Michigan Department of Education (MDE) but also a wider range of organizations to provide high-quality, targeted supports to those most in need, while also providing excellent core supports and assistance to all providers, schools, and districts. This will lead to increased child outcomes, measured not only by test scores but also by factors related to their safety, well-being, access to resources, and experience as a learner and a citizen.

Overview of Today's Presentation

- BRIEF summary of areas in which we have consensus/Superintendent decision
- Outline of key areas in which we need to focus our discussion
  - This gives us a road map for the coming months as we finalize our plans and make decisions regarding submission, as well as watch the federal context for new information

Areas of Consensus

- Using ESSA to focus on the whole child → revising our Comprehensive Needs Assessment (CNA)

- Driving districts toward evidence-based 10 within 10 practices, while allowing space for innovation

- More flexibility for districts, based on the results of the CNA

- Reduced reporting and administrative burden for districts
  - One comprehensive CNA that happens less frequently
  - Less frequent submission of school and district improvement plans
  - Revised and streamlined grant processes

Areas of Consensus

- Supports for special populations
  - Special Populations needs assessment must be included in the district's Comprehensive Needs Assessment
  - Districts are required to provide equitable access to Title I, Part A funding and supports and increase access to early childhood programs
  - MDE/Intermediate School Districts (ISDs) will offer professional development, technical assistance, and support

- Title IV Block Grant
  - ESSA supports the well rounded education for students through Title IV. Forty-nine former individual grant opportunities in ESEA are being replaced with a "block grant system" that local educational agencies (LEAs) may use along with other titled program funds to support a well rounded education for students

Areas of Consensus

- Educator quality; agreement on the four priority areas
  - Cultivate high-quality educator preparation provider/P-12 partnerships
  - Establish a system of supported transitions from pre-service to the profession
  - Develop and utilize teacher-leadership roles
  - Establish and support a pipeline of high-potential aspiring and highly effective practicing principals
- Accountability to drive support to schools/districts; change level of support by need
  - Partnership districts (most intensive supports)
  - Partnership model for all districts; targeted assistance from the MDE based on area of need
  - Move beyond labeling and into collective accountability and supports

Areas of Consensus

- The importance of a transparency dashboard
- Alternate accountability system
- Using PSAT 8/9 as the eighth grade test in lieu of a state-created ELA and math assessment
- Equitable services to private schools
- Government to Government consultation with Michigan's 12 Tribal Nations

Areas for Continued Discussion

Michigan's Assessment System

- Summary of discussion to this point
- Remaining areas for discussion and decision:
  - The exact design of the system
    - Spring comprehensive benchmark/summative each year?
    - Still certain grades with only benchmark?
    - Third grade?
  - Required versus optional on benchmark assessments

Michigan's Assessment System

- Michigan's Assessment Vision and Federal Requirements
  - Michigan has NOT built our assessment plan to what the feds will or will not approve. Superintendent Whiston laid out a plan that fits his vision for Michigan's progress to becoming a Top 10 state.
  - If federal requirements disappeared → what would Michigan want to do with its assessment system? Questions to consider:
    - How frequently should all Michigan students be assessed? On what subjects?
    - Would we support a sampling method (where not all students are assessed each year, or not all students are assessed on all content)?
    - How often do we want to be able to run school accountability and what assessment data should go in that system?
    - How is Michigan going to address its persistent achievement gaps and overall low performance on national comparisons, and how does or does not the assessment system support that work?

Michigan's Accountability System

- Current proposal put forward through ESSA → A-F School Grading System, with multiple components (and grades in each of those components), along with a transparency dashboard

- We reaffirm our commitment to the following here:
  - The purpose of accountability is to help identify schools in which there are needs and then drive supports to those schools
  - It is about collective accountability within the entire system
  - Our accountability system needs to incentivize the things that are important in the 10 within 10
  - We can and should use the results of the accountability system to make strategic investments where necessary
  - The system should be as transparent and simple as possible, yet also be fair

Michigan's Accountability System

- Summary of discussion to this point
- Currently, we have proposed an A-F system with the following components:
  - Proficiency
  - Growth
  - Graduation Rate
  - English learner progress
  - School quality/student success
  - Participation
- We will also do additional reporting comparing schools to other similar schools

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2016-2017
School Name Report Card

OVERALL GRADE

B

LABEL
N/A

STUDENT GROUP PERFORMANCE
2/3
STUDENT GROUPS MEETING GOALS

SIMILAR SCHOOL
Performance Comparison

- This School
- Peer Schools

Growth / Proficiency
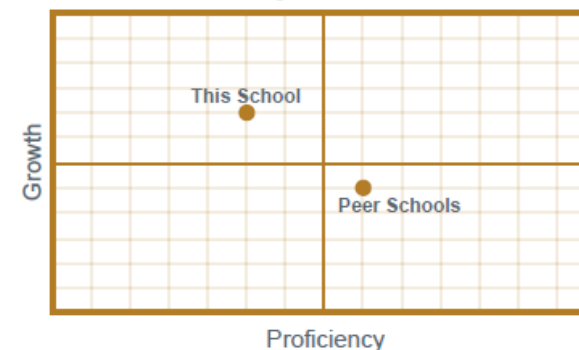
STUDENT PROFICIENCY
The student proficiency component represents the percentage of proficient students compared to the state target.

COMPONENT GRADE
D

68.32% PROFICIENCY RATE
35% COMPONENT WEIGHT

ENGLISH LEARNER PROGRESS
(one sentence component description)

COMPONENT GRADE
D

77.89% PROFICIENCY RATE
18% COMPONENT WEIGHT

STUDENT GROWTH
(one sentence component description)

COMPONENT GRADE
B

84.50% PROFICIENCY RATE
35% COMPONENT WEIGHT

SCHOOL QUALITY/ STUDENT SUCESS
(one sentence component description)

COMPONENT GRADE
A

93.00% PROFICIENCY RATE
10% COMPONENT WEIGHT

GRADUATION RATE
(one sentence component description)

COMPONENT GRADE
N/A

N/A PROFICIENCY RATE
N/A COMPONENT WEIGHT

ASSESSMENT PARTICIPATION
(one sentence component description)

COMPONENT GRADE
A

100% PROFICIENCY RATE
2% COMPONENT WEIGHT

Michigan's Accountability System

- Outstanding areas for decision
  - Weighting for each component
  - How to treat subgroups
  - Graduation rates
  - Participation consequences
  - The additional indicator (school quality/student success)

Michigan's Accountability System

- Alternatives to A-F grading
  - There are countless alternatives—other types of overall indicators, as well as avoiding one overall indicator and using multiple indicators
  - Pros to one indicator: simplicity and transparency to parents and stakeholders
  - Cons: school performance is not well summarized in one letter grade

  At the present time, the Superintendent's charge to the MDE team is as follows:
  - An A-F grading system with one final summative grade AND
  - Components of the system that each have a letter grade attached to them as well

Michigan's Statewide System of Support

- This component is federally driven—both the labeling categories and the funding stream

- Two aspects:
  - Additional labels for schools AND
  - Funding to support those schools

Michigan's Statewide System of Support

- Title I Statewide System of Support: Types of Schools
  - Comprehensive support schools: bottom 5% of schools or graduation rate below 67% or an additional targeted support school that did not exit that status in a state-determined timeframe
  - Targeted support schools: schools in which any subgroup of students is consistently underperforming
  - Additional targeted support schools: schools having a subgroup of students performing like the bottom 5% of schools

Michigan's Statewide System of Support

- Discussion/Decisions needed regarding types of schools:
  - Identification method for each category?
  - Exit criteria for those schools?
  - How often do we name these schools?
    - The MDE has proposed these labels issued once every three years, with A-F grades issued yearly
  - Interaction between federal law and state law (1280c)

Michigan's Statewide System of Support

- Supports for named schools
  - Through the Title funds, there is a pot of money used to serve these schools alone
  - Funds can only be used to serve these schools
  - The MDE is looking at a blended system of grants to ISDs with LEA sign off on the plans for support, and a statewide technical assistance grant to provide support

  Discussion/Decision: How do we best deploy these funds in our statewide system of support? How do we ensure that service plans reflect the needs of the LEAs and maximize ISD supports?

Integration of Early Childhood

- Integrating the quality standards in Great Start to Quality and the State Board of Education (SBE) Early Childhood Standards of Quality for Pre-kindergarten into requirements for Title I funded preschool programs

- Helping districts blend Title funding with other early childhood funding streams, and using it for things like:
  - Pay equity for early childhood teachers
  - Home visiting programs for families
  - Comprehensive screening services (vision, hearing, dental, social emotional)

- Adoption of age-appropriate, evidence-based practices for use in Pre-K-3rd grade classrooms

Integration of Early Childhood

- Ensuring alignment, collaboration, and coordination of P-12 programs
  - Examples: Comprehensive Needs Assessment, whole child developmental and early learning expectations, social-emotional focus
  - Importance of Pre-K-3 transitions
- Increased coordination and supports for the education workforce in terms of: appropriate development practices, whole-child development expectations of young children, authentic parent engagement
- Examine certifications and endorsements, as well as requirements for each, to ensure alignment and whole child development

Remaining Topics for Discussion

- Integration of Early Childhood
- Transparency Dashboard
- Educator workforce—emerging ideas

Next Steps

January: Continue discussions with stakeholders around the state, focusing on the outstanding issues identified in this presentation

February: Have a final draft plan; open for public comment

Continue to finalize our plan, while moving forward on key elements that we have already agreed on (example: new "whole child" Comprehensive Needs Assessment)

Questions?

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